

Eastbrook Secondary School



Appraisal Policy

School/Academy Name:	
Date of Adoption:	
Chair of Governors Signature	
Signature of Head Teacher:	

If printed, copied or otherwise transferred from this website this document must be considered to be an uncontrolled copy.

Policy amendments may occur at any time. Please consult the Policies page on the website for the latest update

Introduction

At Eastbrook School we are committed to enabling all staff to develop their teaching and to raise standards of achievement for all children. This policy covers all teachers, including the Headteacher, except teachers on short fixed term contracts of less than one term, those in their induction year or undergoing formal capability procedures.

The policy also applies to all support staff working directly with students to support learning.

This policy and associated procedures sets a framework for all staff to agree and review priorities and objectives within the context of the school's development plan and their own professional needs.

The arrangements that will apply when teachers fall below the levels of competence that are expected of them are set out in the School's Capability Policy.

Rationale

Staff Appraisal reinforces the school's vision of teachers as learners. It helps focus attention on more effective teaching and appropriate monitoring to raise the quality of teaching and to benefit students, teachers and the school. It means providing appropriate and effective personal training, support for further study and coaching to ensure job satisfaction. We value the high level of expertise and promote the career progression of staff in their chosen profession.

We want to improve performance by developing the effectiveness of all teachers, both as individuals and in their teams.

We will implement our appraisal arrangements on the basis of:

- professional development as an entitlement
- personalised development within the context of whole school improvement
- personal objectives owned and developed by the member of staff with guidance from the team leader
- progress against objectives agreed with the appraiser
- all staff seeing their role in the school's objectives for improvement

Roles

Appraisal is a shared responsibility. The Governing Body has a strategic role in agreeing the school's Appraisal Policy, ensuring that the performance of teachers at the school is regularly reviewed, monitoring the appraisal process and deciding pay progression following recommendation from the Headteacher. The Headteacher is responsible for implementing the school's Appraisal Policy and ensuring that associated reviews take place.

Appraisal involves both the appraiser and the teacher working together to ensure that objectives are discussed and agreed; regular and objective feedback is given; adequate coaching, training and development is provided and a performance review takes place prior to the next cycle.

The Independent School Improvement Partner will provide advice to the Governing Body's representatives on the Appraisal of the Headteacher and will support them in reviewing performance at the end of the review cycle.

Responsibility for Reviews

We have carefully considered the practical arrangements for appraisal. Responsibility for effective appraisal will be delegated as follows.

- Governors and an Independent School Improvement Partner will carry out the Headteacher's performance management review.
- Members of the Senior Leadership Team will appraise members of the CLT and other middle leaders.
- Middle Leaders will be responsible for appraising members of their teams.

In doing so, the Headteacher delegates responsibility to those best placed to

- Ensure that objectives align with department priorities, which in turn will align with whole school priorities.
- Support and guide department colleagues to identify the most appropriate actions and processes to achieve an objective
- Gain an accurate sense of how successfully the actions and processes have been implemented
- Gain an accurate sense of the impact of the objectives
- Accurately assess the level of progress towards the set objectives

Timing of Reviews

- The review cycle operates on a continuous one year cycle.
- Performance planning and reviews should be completed for all teachers by 31 October and take place in directed time. The Headteacher's review and objectives should be completed by 31st December
- Where a teacher starts their employment at the school part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the Governing Body shall determine the length of the first cycle for that teacher, with a view to bringing his cycle into line with the cycle for other teachers at the school as soon as possible. Where a teacher transfers to a new post within the school part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the Governing Body shall determine whether the cycle shall begin again and whether to change the appraiser.

Recording and storage of appraisal

- Each teacher will have a folder in their name on the shared area which will contain their annual appraisal record, and an accumulation of evidence that illustrates progress towards their objectives. Access to this folder will be limited to the teacher, the appraiser, the Headteacher and the Headteacher's PA.

The Appraisal Cycle

Stage 3/Stage 1 - Review of previous year and Objectives Setting (Autumn Term)

Stage 3 - Review section

- The teacher should upload sources of evidence that illustrate and support the progress they have made towards the objectives set at the start of the cycle.
- They should also complete an impact statement which summarises the progress they feel they have made towards their objectives. This statement should refer the appraiser to any documentation that best illustrates that progress.
- The appraiser, following the conversation, should record a brief summary of their judgement of progress towards each objective. This should be a review statement and should be completed within 10 days of the meeting
- They should record whether the objectives have been fully achieved, partially achieved or not achieved and finally, they should make a summary judgement as to whether the appraisal is successful, partially successful or not successful. Where pay progression is applicable the appraiser should indicate whether they recommend progression.

Stage 1 - Objective Setting Section

- The appraiser should ensure and note that the teacher has familiarised themselves with the relevant pay policy.
- The teacher should inform the appraiser if they are eligible and intend to apply, or have applied for progression to the upper pay spine, and this should also be noted.
- The teacher should upload proposed objectives in advance of the meeting. The objectives should be in line with the school and/or department development and support the process of school improvement. Staff with additional responsibilities should develop 3 objectives as described below, while those without additional responsibilities should only set objectives for 1 and 2
- If the teacher is applying for progression to the upper pay spine, the objectives should be commensurate with the expectations of the upper pay spine. See Appendix 2
- Objectives should be set with an appropriate level of challenge and in accordance with the teacher's level of experience and current pay grade
- Any identified training needs should be recorded and the teacher should aim to arrange the necessary CPD at an appropriate time during the year.

Objectives will be based around:

1. **Student outcomes.** Where possible this should be with examination groups. Where teachers are Heads of Department the objectives should be designed around the cohort rather than their class.
2. **Improving personal professional practice.** This should be an area identified through discussion with the appraiser about areas for development and improvement. Note that the objective should speak to what will improve in the teachers professional practice – not the associated training requirements.
3. **The impact of Leadership.** This objective will only apply to staff with additional responsibilities. It should relate to their action plan and evaluate how effectively it has been implemented and its impact.

SLT will collect and review a sample of objectives following the completion of stage 1 meetings, to ensure that objectives are appropriate and equitable across departments and teams

Stage 2 – Monitoring Progress towards Objectives (Spring term 2/ Summer term 1)

- The progress review meeting should be held within the time frame above and an interim evaluation conducted and recorded. This will summarise progress towards the objectives and lead to revised objectives, further support or reviewed planning if necessary.
- At least one lesson observation should have been completed by the Progress Review meeting. This is likely to have been completed by the appraiser but this is not essential. There should be a formal written record of the lesson observation. Some or all of work sampling, departmental training, coaching, use of IRIS, and recent student progress grades will be discussed at the review meeting as indicators of progress and commitment to professional development.

Written feedback will highlight particular areas of strength as well as any areas that need attention.

Where there are concerns, the appraiser will meet with the teacher formally to:

- give clear feedback to the teacher about the nature of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (eg. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives).
- When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal

Although in the first instance, actions to address concerns may remain between teacher and appraiser, where there are significant and ongoing concerns that the appraisal may not be on track to be successful, the appraiser should notify the Head teacher. This will lead to a discussion between the Headteacher (or delegated member of SLT), the appraiser, and the teacher to discuss the concerns and agree next steps regarding support for the teacher.

Stage 3 – Formal Review

- If a member of staff is leaving, this meeting should be conducted before the end of the summer term using the evidence available. It is the responsibility of the member of staff leaving to ensure this meeting takes place. If there are any issues with convening the meeting, they should contact the Headteacher.
- For all other staff this meeting will form the first part of the stage 1 meeting described above. This allows the review to take into account examination results where this is applicable.

This process then continues annually

Guidance Notes

Stage 1: Setting Objectives

- The teacher is responsible for drafting proposed objectives. The appraiser's role is to facilitate the process of ensuring that objectives are suitably challenging and in line with school and department priorities.
- Objectives should be clear, concise and measurable.
- Objectives should focus on matters over which a teacher has direct influence/control
- The appraiser should ensure that the teacher understands what his or her objectives involve, is in a position to achieve them, knows what they need to do to achieve them and understands when and how they will be reviewed.
- Measurable outcomes will only use % measures with the agreement of the Teacher. Clearly, including % measures removes ambiguity at the review stage so may be considered beneficial by the teacher.
- Leadership group staff and those with Teaching and Learning Responsibilities will have objectives relating to their specific roles.
- The Headteacher and other Senior Leadership Team members' objectives will include whole school leadership and management as well as pupil progress.
- Objectives should be jointly agreed. If there are any differences of opinion about the objectives the teacher may add comments to the written record of objectives following discussion with the Headteacher.
- If the Headteacher and the Governing Body representatives are unable to agree objectives, the governors appointed to review the performance of the Headteacher should set and record the objectives. The Headteacher may add comments to the written record of objectives.

Stage 2: Monitoring Progress

- The teacher and appraiser will keep progress under active review throughout the year
- The appraiser should not seek to obtain written or oral information relevant to the teacher's performance without express permission of the teacher. Any information obtained should be shared with the teacher.
- Teachers will be assessed against their objectives and also the Teacher Standards. However, Assessment against the Teachers' Standards, within the appraisal framework, will start from the premise that all teachers are meeting the Teachers' Standards and they will be assessed as meeting the standards unless clear, compelling written evidence to the contrary is provided.
- Peer observation, Learning Walks and professional discussion between colleagues around teaching and learning which involve visits to classroom do not form a part of the formal observation process but are promoted by the school as opportunities for professional development. They are not a part of the Appraisal process.
- Classroom observation is accepted good practice and welcomed at Eastbrook School as a standard part of professional development. All teachers will be observed teaching in the classroom at least once for a maximum of one hour in any one school year. No teacher will be observed for more than three observations within a total of three hours unless they request or agree to the further observation. No pressure will be placed on any member of staff to exceed this agreed maximum.
- Formal lesson observations will only be carried out by those with QTS. In addition to formal observation, the Headteacher or other leaders with responsibility for teaching standards may visit classrooms and monitor students' work in order to check that high standards of professional performance are established and maintained.

Stage 3: Reviewing Performance:

- In advance of the Stage 3 meeting, the teacher should complete an impact statement which will summarise the progress they feel they have made through the appraisal process. It should be an honest reflection which recognises personal strengths and successes along with areas that continue to need development.
- The appraiser should evaluate the teacher's overall performance, including an assessment of the extent to which objectives have been met during the review period. It should take account of the stage the teacher is at in their career e.g. teacher with 2 – 3 years' service, lead practitioner or senior leader.
- It may be the case that not all objectives are fully achieved, indeed this is sometimes an indicator of appropriate level of challenge. Similarly, it is not always necessary for every objective to be fully achieved for an appraisal to be considered successful. This is an 'in the round' judgement which the appraiser is best placed to make.
- Within 10 days of the review meeting, the appraiser will prepare a written review statement recording the main points made at the review and the conclusions reached, including any identified development needs. Once written, both teacher and appraiser should then sign the appraisal summary.

Links between pay, career stages and performance management.

Where teachers are eligible for pay progression, the assessment of performance throughout the appraisal cycle against agreed objectives will be the basis on which the recommendation is made by the appraiser.

- Up to the threshold – All teachers can expect progression to the top of their pay range as a result of a successful appraisal review
- Threshold – teachers who want to move to the upper pay spine should fill out the application form from the School Pay Policy. It should be recorded at the stage 1 meeting that the teacher intends to apply to move to the upper pay spine. The teacher is responsible for sending the application to the Headteacher prior to the Stage 1 meeting. The Headteacher will notify the teacher whether or not the application has been agreed. Objectives will be agreed which are commensurate with the expectations of the UPS
- Performance pay points above the threshold, advanced skills teachers and teachers in the leadership group – performance reviews will be the evidence which the school uses to inform decisions about awarding pay progression to eligible teachers.

Judgements about pay awards

- In the vast majority of cases it is likely that progression is recommended by the appraiser. Where this is not the case, there would be a level of concern that had already been part of a discussion between Teacher, appraiser and the Headteacher and the possibility of not progressing shared with the teacher in advance of the stage 3 meeting.
- Where evidence arises subsequent to the stage 2 meeting that may influence pay progression e.g. exam results, the Headteacher will meet with the teacher to discuss progression and inform the appraiser of the outcome.

Managing Performance

The review meeting and review statement does not replace the initial stages of the current formal disciplinary or capability procedures.

Confidentiality

The individual plan and the review statement are personal and confidential documents and are kept in an electronic file accessible to the appraiser, teacher and the Headteacher. The principles and provisions of the Data Protection Act 1998 are followed at all times by those who have access to the documents.

Access to outcomes

A hard copy of the review statement will be held in a central file, to which the Headteacher or Governors responsible for making decisions regarding pay have access. A copy of the Headteacher's review statement should go to the Chair of Governors.

Information about performance reviews should be made available as listed below:

- the Headteacher should ensure that individual training and development needs are reflected in the school development plan and the programme for professional development;
- the Headteacher should report annually to the governing body on Appraisal in the school, including the effectiveness of the Appraisal procedures in the school, and the training and development needs of teachers.
- the Director of Children's Services can request from the Chair of Governors a summary of the performance assessment section of the Headteacher's review statement.

The Headteacher should keep review statements for at least three years.

Complaints

Within 10 days of receiving the review statement:

Teachers can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the appraiser, they can raise their concerns with the Headteacher. Where the Headteacher is the appraiser, the teacher can raise the issue with the Chair of Governors.

Headteachers can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the appointed governors, they can raise their concerns with the Chair of Governors. Where the Chair of Governors has been involved in the review process, the governing body should appoint one or more governors who have not participated in the Headteacher's review to act as review officer. No governor who is a teacher or staff member can be involved in the Headteacher's Appraisal review.

The Review Officer (who could be the Headteacher, the Chair of Governors or a governor appointed by the governing body) will investigate the complaint and take account of comments made by the teacher. The Review Officer should conduct a review of the complaint within 10 working days of referral. S/he may decide that the review statement should remain unchanged or may add any observations of his/her own. The Review Officer may decide, with the agreement of the person responsible for carrying out the initial review, or in the Headteacher's case all the appointed governors, to amend the review statement; or declare that the review statement is void and order a new review or part of the review to be repeated. Where a new review is ordered new governors will be appointed to carry out the review of the Headteacher. For teachers, the Headteacher will appoint a new appraiser. Any new review or part review ordered should be conducted within a further 15 days.

Evaluation of the policy

The Headteacher shall provide an annual report to the Governing Body on how effective the Appraisal procedures have been.

As a school committed to ensuring that individual teachers, teams and the school continues to improve, the Governing Body and the Headteacher will check that effective and challenging objectives are set, that all reviews are completed on time and the assessment of performance is consistently applied in the school. We will evaluate the effectiveness of the policy in helping to improve standards of teaching and learning.

As part of our ongoing commitment the Governing Body and the Headteacher will update and amend the documentation and the process as required, after consultation with all staff, to incorporate any major changes introduced either by the DfE or the school to ensure that the policy is up-to-date and effective in our school.

Copies of all Standard Documents and associated guidance can be found attached in the Appendices.

Appendix 1

TEACHERS' STANDARDS

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 1. treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 2. having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 3. showing tolerance of and respect for the rights of others
 4. not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 5. ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Appendix 2 - UPPER PAY RANGE PROGRESSION CRITERIA

(1) Professional attributes

- 1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

- 2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 2.2 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- 2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

(3) Professional skills

- 3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- 3.3 Promote collaboration and work effectively as a team member.
- 3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback